PHYSIOLOGY OF EXERCISE
KINE 3311 (Fall 2015)
Department of Health & Kinesiology
University of Texas at Tyler

Course Syllabus

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CLASS TIME*: Mondays 11:00 – 12:20 p.m. (*see Course Schedule)
CLASSROOM: HPC 3055
INSTRUCTOR: Scott A. Spier, Ph.D.
Associate Professor
Department of Health & Kinesiology
OFFICE: Herrington Patriot Center 2186 (Inside of the Exercise Physiology Lab)
Phone: (903) 566-7427
Email: sspier@uttyler.edu
OFFICE HOURS: MON 2 – 3 p.m. and TUE/THUR 1 – 2 p.m., or by appointment

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REQUIRED MATERIALS

Textbook: The required textbook for this class is Exercise Physiology: Integrating Theory
and Application (2nd edition) by Kraemer, Fleck, and Deschenes (Lippincott Williams &
hard copy or e-book formats, as well as a rental option, from the UT Tyler Bookstore (903-566-
7070 or online at http://uttyler.bncollege.com/) or other websites (e.g., www.amazon.com
or www.chegg.com). The textbook will be used to provide students with background information
and a foundation upon which to further our knowledge of exercise physiology. There are some
sections of the textbook that we will not cover in lectures, but are still required reading, and other
sections that we will go deeper into and add information. You are expected to read the assigned
sections prior to viewing the lectures and taking part in discussions in class.

Technical requirements: There are minimum technological requirements that must be met in
order to complete this course. You can access these technological requirements via the link in the
GETTING STARTED tab in Blackboard.

COURSE CATALOG DESCRIPTION

This course is designed to examine the physiological adjustments to a single bout of exercise
(i.e., the transition from rest to exercise) and the physiological adaptations to repeated exercise
(i.e., exercise training). Particular attention will be given to the neuromuscular, metabolic, and
cardiorespiratory responses to exercise.
COURSE PREREQUISITE/COREQUISITE

The requirement for this class is prior credit in Anatomy and Physiology. The expectation is that you have completed both Anatomy and Physiology I & II. Very little time will be devoted to reviewing basic physiological principles and, instead, will focus on the physiological responses to exercise. If you did not do well in your anatomy and physiology class(es), I strongly encourage you to review those concepts with which you had trouble.

In addition to the prerequisite, co-enrollment in KINE 3112 (Exercise Physiology Laboratory) is required. The lab provides hands-on learning opportunities that reinforce the concepts learned in the lecture. Additionally, the lab provides opportunities to learn basic skills commonly used in the exercise physiology lab. If you are not currently enrolled in the lab, see me as soon as possible.

GENERAL STUDENT LEARNING OUTCOMES

In general, students who successfully complete this course will be able to:

1. Describe the separate and integrated responses of the neuromuscular, metabolic, cardiovascular, and respiratory systems to acute and chronic exercise.
2. Discuss the effect of exercise intensity and duration on the physiological responses to a single bout of exercise.
3. Explain the mechanisms of physiological adaptations in response to chronic bouts of exercise of various types.
4. Analyze physiological responses to exercise with respect to potential limitations in exercise performance.
5. Understand the significance of physiological adaptations to chronic exercise in terms of health and performance.

Specific learning objectives will be given in each module (on Blackboard). Evidence of achieving these learning outcomes will be demonstrated through quizzes, exams, in-class discussions, and assignments.

COURSE STRUCTURE

This class will be delivered in a hybrid format. What this means is that approximately half of the class will be delivered online and the other half will be delivered face-to-face. Instead of meeting twice per week, we will only meet once per week. However, you are required to complete the online lessons prior to each week’s class meeting.

Blackboard: Blackboard will be used to deliver course content for this class. You can access Blackboard through the UT Tyler Logins link at the top of the UT Tyler main website (you will need your ID and password). Important class resources, including the syllabus, course schedule, announcements, and external links, as well as the learning modules, will be accessed here. The GETTING STARTED tab in the menu will explain the different Blackboard functions you will use in this class.

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**Online content:** The content of this course is divided into 11 modules. Within each module, you will find learning objectives, required reading assignments, and recorded mini-lectures. The mini-lectures are intended to emphasize the concepts that I think are most important, organized in a sequence that facilitates learning. The textbook readings and lectures may overlap, but there is much information presented in the textbook that I do not present in the lectures, and vice versa. Therefore, it is important that you read and study the concepts presented in both the online lectures and the textbook. There will be a short 4-point quiz (*Check for Understanding*) after each mini-lecture and one crossword puzzle to complete online for each module. These activities may be repeated as often as you would like. Finally, I have included study questions within each module to guide you in studying and learning the concepts in each module.

Each module must be completed prior to the face-to-face (F2F) meeting. You will have a week to complete each online lesson prior to the next class. For example, for our F2F class meeting on Monday in Week 2, you will have from the end of class in Week 1 (our first meeting) until midnight Sunday night to complete the Module 1 lesson. Our F2F session in Week 2 will then discuss the concepts in the online Module 1.

**In class:** Our F2F meetings will focus on discussion of the difficult concepts in the weekly modules as well as applying those concepts. Additionally, class meetings may include, but are not limited to, short lectures, discussions, demonstrations, individual and small group quizzes, and/or individual and small group assignments.

**EVALUATION**

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<tr>
<td>Modules (10* at 25 points each)</td>
<td>250 pts</td>
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<tr>
<td>In-class individuals quizzes (10* at 5 pts each)</td>
<td>50 pts</td>
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<td>In-class small group quizzes (10* at 5 pts each)</td>
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<td>In-class assignments</td>
<td>100 pts</td>
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<td>Exams (3 at 150 points each)</td>
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<td><strong>Total</strong></td>
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89.5 – 100%  
79.5 – 89.49%  
69.5 – 79.49%  
59.5 – 69.49%  
< 59.5%  

A (excellent)  
B (above average)  
C (average)  
D (below average)  
F (well below average; fail)

See Appendix A for How Knowledge and Skills Relate to Students’ Final Grades

**Modules:** Each module contains 5 Check For Understanding quizzes (one per mini-lecture) and a Crossword puzzle for a total of 25 points. You may complete these quizzes and crosswords as many times as you would like with your highest score counting. There are 11 modules total and I will drop your lowest module score. You must complete the module by midnight the Sunday prior to the F2F meeting.
**In-class quizzes:** In each F2F class, I will give a quiz at the beginning of class. You will take the quiz first by yourself and then as part of your assigned small group. These quizzes will be 5 points each and I will drop your lowest score from both the individual quiz and group quiz. These are required to be completed in class (no make-ups).

**In-class assignments:** I will assign individual and small group activities in some of the F2F meetings. These may include discussions, mind maps, or critical thinking and design activities. These assignments will total 100 points.

**Exams:** There will be two regular exams given during the semester and a final exam given during Finals Week. Exams will consist of multiple choice, true-false, short answer (one-word or one-sentence answers), and short essay (narrative) questions, and/or diagrams (drawing and/or labeling). Exams will cover material from reading assignments, lectures, written assignments, quizzes, and discussions. See *Appendix B for General Rules* for Exams in this class.

**Review sessions:** During the semester, I will provide weekly review sessions outside of class. These sessions are informal and designed to review the material that students find most difficult. These generally take on a Q&A format, so come with questions that you want to discuss.

**Feedback on exams/assignments:** I am aware of the importance of timely feedback on your work. Although most assignments will provide instant feedback, there are some (e.g., exams) that will require grading outside of class. Due to the number of students in this class and the nature of the assignments, please allow approximately one week for evaluation and feedback on all exams and assignments.

**Extra Credit:** Do not count on extra credit to be given in this class. It is not fair to the class as a whole to presume the instructor will give individuals opportunities to obtain extra credit points. Please do not ask for extra credit opportunities.

**Getting help:** If you find yourself struggling in the class (especially if you fail an exam or any quizzes), you should meet with me as soon as possible so that we can determine what steps you need to take to succeed in the class. I’m available during my office hours or by appointment. I also have an open door policy.

**IMPORTANT DATES**

- **August 24:** Classes begin (our first F2F meeting)
- **September 4:** Census Date; Last day to file a Grade Replacement Contract
- **September 7:** Labor Day holiday (no class)
- **September 21:** Exam 1
- **October 26:** Exam 2
- **October 26:** Last day to drop course with “W”
- **November 2:** Filing deadline for spring graduation
- **November 23 – 28:** Thanksgiving holiday (no class this week)
- **December 7:** Exam 3
### TENTATIVE COURSE SCHEDULE (FALL 2015)

<table>
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<tr>
<th>Week</th>
<th>Mondays (F2F meeting)</th>
<th>Rest of Week</th>
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| 1 (August 24) | Course introduction | Complete Module 1  
*Skeletal muscle structure and function* |
| 2 (August 31) | Discussion: Module 1 | Complete Module 2  
*Neural control of skeletal muscle* |
| 3 (September 7) | Labor Day holiday (no class) | Complete Module 3  
*Neuromuscular adaptations to loading/unloading* |
| 4 (September 14) | Discussion: Modules 2, 3 | Study for Exam 1 |
| 5 (September 21) | **EXAM 1** | Complete Module 4  
*Bioenergetics* |
| 6 (September 28) | Discussion: Module 4 | Complete Module 5  
*Substrate utilization during rest and exercise* |
| 7 (October 5) | Discussion: Module 5 | Complete Module 6  
*Metabolic response to exercise* |
| 8 (October 12) | Discussion: Module 6 | Complete Module 7  
*Metabolic adaptations to exercise training* |
| 9 (October 19) | Discussion: Module 7 | Study for Exam 2 |
| 10 (October 26) | **EXAM 2** | Complete Module 8  
*Structure/function of the cardiovascular system* |
| 11 (November 2) | Discussion: Module 8 | Complete Module 9  
*Cardiovascular response to acute exercise* |
| 12 (November 9) | Discussion: Module 9 | Complete Module 10  
*Respiratory responses to exercise* |
| 13 (November 16) | Discussion: Module 10 | Complete Module 11  
*Cardiorespiratory adaptations to training/detraining* |
| November 23 – 28 |  | Thanksgiving Break (no classes) |
| 14 (November 30) | Discussion: Module 11 | Study for Final Exam |
| 15 (December 7) |  | **FINAL EXAM** |
EXPECTATIONS OF STUDENTS

(See Appendix C for Top 10 Tips for Success in this Class)

Attendance: Students are expected to attend the in-class meetings. Although attendance is not required, it is important because we will cover some information in class that will not be covered in the textbook or the online lectures. Additionally, there will be quizzes and assignments that will be completed in class. These activities make up a considerable portion of your overall grade. Do not expect to do well if you do not attend class regularly.

Missed class: Students who miss class, regardless of reason, are expected to take the initiative to obtain notes from a fellow student who attended that class.

Preparation: Students are expected to prepare for class by completing the weekly modules online prior to class. Furthermore, students are strongly encouraged to use the online resources that the publisher of the textbook has provided to supplement the text. Although we will not cover everything in the assigned reading in the online lectures or in class, it still should be considered a source for exam questions.

Participation: Students are strongly encouraged to ask, and respond to, questions in class; vigorous interaction in the class makes for much more interesting sessions for both instructor and students.

Professionalism: Students are expected to arrive on time for class. It is expected that students will display a professional attitude at all times, including being attentive during lectures and being respectful to the instructor and fellow classmates.

Lecture notes: Students are expected to take copious notes in both online and in-class lectures and discussions.

Review of material: Students are expected to review material daily from day one. As a general rule, you should spend 2 – 3 hours per week per credit hour outside of class reviewing material. That means 6 – 9 hours per week for this class.

Cell phones: Students are expected to turn cell phones to "OFF" or "SILENT" (not VIBRATE) during class. If you are expecting an emergency call during class, please notify me before class and leave the room to take the call.

Laptops/tablets/iPads: Students who use a laptop or iPad (or equivalent) to take notes during class are expected to sit in the first two rows at the front of the class.

Classroom distractions: Please do not participate in any activity in the classroom that may be a distraction to other students or the instructor. This includes talking to neighbors during lectures or discussions, eating, texting, instant messaging, checking or responding to e-mail, accessing social networking sites or other websites, reading other non-course related material, etc.
**Technical skills:** Students are expected to possess certain technical requirements and skills in order to successfully participate in this course. Please see the *Student Resources for Hybrid and Online Courses* in the **GETTING STARTED** tab in the course Blackboard page for more information.

**Learning disabilities:** Students with special learning needs are expected to inform me on the first class day so that we can make any necessary arrangements.

**Communication with instructor:** Students are expected to access their Patriots e-mail account frequently. University policy requires instructors to correspond with students through this e-mail address. Therefore, any e-mail message originating from me will be sent to your Patriots account. However, if you send me e-mail from another personal account, I will reply back to that address. You may want to set up your personal e-mail account so that it pushes your Patriots account e-mail to your personal inbox. Most announcements on the class Blackboard page will also be sent to your Patriots e-mail address.

In all e-mail correspondence, please include the course number in the subject line (e.g., "KINE 3311 question" or "KINE 3311 assignment"). E-mails sent with "class question" (or similar) in the subject line will likely be sent back for clarification of which class you are in (I'm teaching many classes this semester and it is time consuming to try to find out which class you are in). Due to teaching and research loads, it may take me a day or two to respond to e-mail; however, I'll make every effort to respond to e-mail on the same day. Please note that e-mails received on the weekends (late Friday through early Monday) will generally be responded to on the following Monday.

In all e-mail correspondence, please use correct grammar and punctuation. If your e-mail address doesn’t contain your name, please sign your e-mail with your name at the end of the correspondence. See [www.emailreplies.com](http://www.emailreplies.com) for common etiquette regarding e-mails.

**ACADEMIC DISHONESTY**

At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that students maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes but is not limited to cheating, plagiarism, and collusion:

"Cheating" includes:

1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not
authorized by the person giving the examination or making the work assignment;  
3. Taking or attempting to take an examination for another student, or allowing another 
   student to take an examination for oneself;  
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of, an 
   unadministered examination or work assignment.

"Collusion" includes the unauthorized collaboration with another person in preparing written 
work that a student offers for credit.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work 
that a student offers for credit.

If you have any questions regarding plagiarism, please consult Chapter 8 of the Student Affairs 

This class will be conducted in full compliance with the UT Tyler "no tolerance" policies 
concerning documented cases of plagiarism and/or academic dishonesty. Any act of cheating or 
plagiarized work submitted will result in a grade of zero for that assignment and further 
disciplinary action may be taken. Please make use of the UT Tyler Writing Center if you have 
concerns about plagiarism.

COPYRIGHT

All handouts used in this course, including those delivered via Blackboard, are copyrighted. The 
term "handouts" refers to all materials generated for this class, which include but are not limited 
to syllabi, quizzes, exams, assignment sheets, recorded lectures, outlines, lab problems, in-class 
materials, review sheets, and additional problem sets. Because these materials are copyrighted, 
you do not have the right to copy the handouts, unless I expressly grant permission.

UNIVERSITY POLICIES  
(From the Handbook of Operating Procedures and the UT Tyler Website)

STUDENT RIGHTS AND RESPONSIBILITIES  
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please 
follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

GRADE REPLACEMENT/FORGIVENESS  
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with 
the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be 
repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at 
http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic 
Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to 
calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three 
course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details 
are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

STATE-MANDATED COURSE DROP POLICY
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

DISABILITY SERVICES
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

STUDENT ABSENCE FOR UNIVERSITY-SPONSORED EVENTS AND ACTIVITIES
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

SOCIAL SECURITY AND FERPA STATEMENT
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

EMERGENCY EXITS AND EVACUATION
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Appendix A: How Knowledge And Skills Relate To Students’ Final Grades

The following list describes student knowledge and skills as they relate to final grades in this class:

“A” students know most details and understand all basic physiological processes and their responses to exercise. They have a global understanding of the big picture and can apply what they know to solve problems. They see how the body systems work together during exercise, and they can explain the mechanisms and functional significance of physiological responses to both acute and chronic exercise of various types, intensities, and durations. They search for common themes and mechanisms among systems. They attempt to solve problems in class and ask for assistance or work to figure out those they cannot solve easily. They are willing to take chances and be wrong. They read and reread. They prepare for each class and review material before and after class. They begin studying for exams in the first week and, thus, learn and not just memorize. They can logically express, orally and in writing, physiological processes and defend ideas and concepts.

“B” students know lots of details and most physiological processes and their responses to exercise. They have a good understanding in most areas but often lack practice in problem solving or have gaps in their understanding of processes or their functional significance. They attempt to solve problems in class and try to figure out some (but not all) of the problems they cannot easily solve. They often lack confidence in their problem-solving abilities, and they may be reluctant to be wrong. They complete reading assignments and prepare for most classes. They begin preparing for exams well in advance of the exam date. Although they may do well on objective assessments, they have some difficulty explaining, orally or in writing, physiological processes and responses to exercise or defending ideas and concepts.

“C” students are short on details and misunderstand some physiological processes and their responses to exercise. They usually memorize the material without really understanding it. They lack the ability to create cross-links between related bits of information, and they do not see how information fits into patterns. Consequently, they do not problem solve well. They may be able to name the pieces but not explain how they work. They attempt to solve class problems but give up when they cannot find the answer easily. They may or may not read or prepare for class. Although they may attend class, they may not be actively engaged and seldom ask questions in class. They usually do not make concept maps or learn processes. They seldom review material after class and, instead, wait until a couple of days before the exam to try to memorize the material. They may perform adequately on objective assessments, but have much difficulty explaining, orally or in writing, physiological processes and responses to exercise or defending ideas and concepts.

“D” students have incomplete factual knowledge and misunderstand basic physiological processes. They are also unwilling to admit this and to ask for help. They miss class or come to class without reading material in advance. They generally do not review material after class and, instead, wait until a day or two before the exam to try to memorize the material. They do not attempt to solve problems in class and depend primarily on knowledge they had coming into the course. They do not perform well on either objective or subjective assessments.

Appendix B: General Rules for Exams

- Students should arrive to class early on exam days. Exams will start no later than 11:00 a.m. and will end no later than 12:20 p.m. If you arrive after an exam starts, you should take your seat quietly so as to not distract others. If you arrive after the first exam is completed and turned in by another student, you will not be allowed to take the exam.

- You will be allowed to have a couple of pencils and erasers at your seat during exams. All other personal items, including books, notes, laptops, tablets, cell phones (turned off!), hats, earphones, etc., should either not be brought to class, left at the front of the room or zipped up in a backpack and placed out of view.

- Cheating on exams will not be tolerated. Talking to anyone other than the instructor or proctor, using a cell phone (or similar), or having any course-related material out during the exam will be considered cheating and appropriate action will be taken.

- You may ask the instructor for clarification of an exam question.

- Once you start the exam, you cannot leave the classroom until you turn in your exam. If you leave the classroom during the exam for anything other than an emergency, your exam will be collected and graded as is.

- Any study guide given for exams is intended only as a guide to help you study and is not to be viewed as the only source of questions that will be asked on the exam.

- Make-up exams will be given only for university-approved absences (flat tires, vacations, oversleeping, etc. are NOT valid university-approved absences). Since University-approved activities (i.e., athletic events, performances, religious observance, etc) are generally known at the beginning of the semester, it is up to the student to notify the instructor during the first two weeks of class if there is a conflict with any of the scheduled exams and to provide documentation of the event at least two weeks prior to the exam. In such an event, a make-up exam will be given prior to the exam to be missed. No exam will be given after its scheduled date. If the absence is due to a documented illness or emergency, the student should contact the instructor immediately and proper documentation should be presented to the instructor upon their return.

- You may review your exam, up to one week after the exam date, during the instructor’s posted office hours or at another time designated by the instructor. Re-grade requests for exams containing addition/subtraction errors or answer key reading errors (errors by the instructors) will be accepted. All other re-grade requests must be made in essay format (double-spaced, 12-point font) and must address the specific question(s) to be re-graded. In your request, you must cite a published source that supports your answer. If your argument has merit, you will be awarded the appropriate points for that particular question. I reserve the right to re-grade the entire exam, and the grade may be affected positively or negatively.
Appendix C: TOP 10 TIPS FOR SUCCESS IN THIS CLASS

In order to succeed in this class, you must master the content. You will not be able to do that by only watching the lectures or reading someone else’s notes. You must review and learn the material. I’ve listed a few tips that I think will help you in this regard.

1. Read material and learn definitions before class (Read, reread, then read it again). Use class time to understand complex processes rather than as your first look at the basic facts. Lectures and discussions will be a foreign language if you do not at least review new terms before class.

2. Right down questions about difficult or unclear concepts during your readings and lecture viewings. Ask those questions in class. You are normal if you have some difficulty and chances are others have the very same questions. Be comfortable asking for help.

3. Review material discussed in the online lectures and in class. Make pictures, lists, flow charts, concept (mind) maps…whatever works! The general rule is that you should spend 2 – 3 hours per week per credit hour. Since this class is 3 credit hours, that means 6 – 9 hours per week. This will vary by individual and some students may require more than 9 hours per week.

4. Make connections among material by flipping back and forth between resource materials as you study. Look up material from supplemental sources, especially any information that is background knowledge you need to review. The Internet is becoming powerful and more accurate as a source, but limit yourself to reliable sources (such as textbooks, peer-reviewed journal articles, etc.)

5. Ask yourself the global question of “How does this work?” Try explaining information to a friend. If you can explain processes, you have the facts, vocabulary, concepts, and overall understanding.

6. Use the study guide questions to gauge your understanding.

7. On written assignments and essay questions on exams, err on the side of explaining your answer in too much detail, rather than in not enough detail.

8. Don’t wait until the last minute to complete your work. Get started early on the modules and check your progress with me after class or in my office.

9. Be aware of all deadlines and exam dates.

10. If you find yourself struggling in the class or are still unsure of any concepts, ask me after class, during my office hours, or make an appointment with me to discuss the problem further.